

Westsyde Elementary School

3550 Westsyde Rd.
Kamloops, BC
V2B 7H4
Principal: Don Poelzer

Learning Plan For 2021- 2022



Plan Overview

School Context

Westsyde Elementary has a student population of 1200 students in grades K to 7. The catchment area covers the northwest area of Kamloops extending to Mc Clure. A significant percentage (15%) of our students travel via school bus to and from school each day. Westsyde has a strong community connection and parents take an active role within the school to assist with hot lunches, school sports, and other volunteer roles. Our school has an active athletic program and students take part in all district sports.

Westsyde Elementary re-opened in September 2019 after being mothballed for 13 years due to low enrollment. The majority of our students previously attended David Thompson Elementary, and in our first year of operation, we only had 7 grade 7 students due to the Board's decision to allow grade 7 students to continue to attend David Thompson Elementary for the 2019-20 school year. We had 25 grade 7's attend our school in 2020-21. As we are a new school and also, due to the extended school closure as a result of the pandemic, we have very little available in performance data that is pertinent to our school's students either in academic or social terms. This is further affected by the Ministry of Education not releasing any FSA results for the past two school years. As a result, this year's plan will use the limited data gathered this year to make assumptions about our school culture and will act accordingly to implement meaningful learning opportunities for our students and school community.

Engagement Process

At Westsyde Elementary we are taking an inquiry approach to working through our school goals. The staff worked together to create our school's goal and identify growth areas for staff and students. Through the process it became apparent that while student behaviours were very positive, behaviour management - specifically establishing school-wide behavior expectations - was an area that may be addressed to support the learning environment in our new school culture. In September the staff gathered for a Professional Day and went through expectations for the year and spent time planning creating structures and routines that would assist in the teaching of expectations and maintaining a consistent approach to behaviour within the school.

In October, after navigating the school startup and completing the required SD data collection - FSA and DEWRS - the classes were taught expectations and lessons were planned for teachers to use within their classrooms. We focused our efforts on operating within the cohort model mandated by the Ministry of Education to guide our students' behavior and expectations. The staff had an initial meeting to review the program and to discuss/plan strategies allowed teachers to teach students how we expected them to behave at school on a daily basis. The impacts of our school's student behavior strategies on student behaviour are continually observed and office referrals are charted over the course of the school year. Being a new school, and due to the spring closure due to the pandemic, we have limited historical information about student behavior, so we can not determine if our efforts had any significant impact on the school culture and climate. We can only comment on the observed state of the school's environment.

The School Learning Plan was discussed at several PAC meetings. Parents had input into the elements that they would like to see in regards to the overall direction of the plan. Two representatives from the PAC were identified to provide input on strategies related to our projected Numeracy goal. The Limited access to the school by parents, along with the Ministry of Education's not releasing FSA results, had a major impact on this aspect of the planning process as our school could no longer collect relevant data related to numeracy in time for consulting on - and preparing - the SLP document.

Last year, and much of 2019-20, will serve as our time to establish and collect baseline data. Regardless of the impact of Covid 19 and other factors restricting meaningful performance data about Westsyde Elementary students, our school had a very positive vibe throughout the school year. This can be attributed to the staff ensuring that we were reinforcing desired student behaviour along with many activities available to students during unstructured times. We also established a regular noon hour intramural/sports program and we also opened the gym mornings, at breaks, and after school for students to give them organized activities to participate in. The resulting welcoming feeling has been commented on by TTOC's, parents, and visitors to the school.

Goal

To create a school environment that promotes opportunities for independence, critical thinking and real world problem solving with a special emphasis on numeracy

- By March 2022 staff will participate in ongoing professional learning through staff meetings and inquiry (collaboration) time monthly. Evidence of professional learning will be visible in classrooms through the development of consistent instructional strategies pertaining to numeracy, sharing of best practice, and incorporating the OECD 7 principles of learning and the First Peoples Principles of Learning into student learning
- By March 2022 students will display increased independence and perseverance towards their school work.
- By March 2022 classes will participate in at least one collaborative project, ideally with other schools or classes.
- By March 2022 classes will increase the time spent on higher order thinking skills, as defined by Bloom's Taxonomy, and the SAMR model.
- By June 2022 there will be an achievement level in the DNA results for students in grade 3 from of 80% of students being proficient in numeracy, the FSA Numeracy results will target 80% for grade 4 students meeting expectations and 80% for grade 7 students meeting expectations.

Action Theory

Our action theory statements:

If we develop the foundational skills of our learners, then the students, staff, and parents will be better prepared for deeper learning that is problem based.

If we focus on foundational numeracy skills and build confidence in students, then students will improve their ability to be independent problem solvers.

If we promote and provide collaborative learning tasks that challenge students to transfer their knowledge to new concepts then students will be engaged, behaviours will be positive, and achievement will continually grow.

Professional Learning

As a school we plan to focus on foundational numeracy skills. Currently, our intermediate classrooms are continuing to develop a unified scope and sequence for teaching mathematics/numeracy over the course of the school year. They are also working together to explore/acquire/implement unified strategies for instruction in their classrooms. Our primary classes are all using a form of daily 5, and support this with LART and library resources. This year has also seen teachers involved with First People's principles of learning through workshops that provided ideas and planning time for staff to increase the First Nations content and displays within the school.

Specific School Planning

Alignment with District Strategic Plan Goal

PRIORITY 1: ENSURE EACH STUDENT ACQUIRES FOUNDATIONAL SKILLS AND CORE COMPETENCIES.

1.1 Students will demonstrate growth in the thinking, communication, and personal/social core competencies.

1.2 Students will graduate with strong foundational skills in literacy and numeracy.

PRIORITY 2: CONNECT EACH STUDENT TO THEIR INTERESTS AND PASSIONS.

2.2 Students will be able to reflect on their learning and set goals for improvement.

PRIORITY 3: HONOUR THE FIRST PEOPLES' PRINCIPLES OF LEARNING AND ABORIGINAL WORLDVIEWS AND PERSPECTIVES.

3.1 Students will experience learning through Aboriginal ways of knowing and doing.

PRIORITY 4: FOSTER AN INCLUSIVE, ADAPTABLE, AND ACCOUNTABLE DISTRICT CULTURE. GOALS:

4.1 Staff will demonstrate their commitment to inclusive practices.

PRIORITY 5: STRENGTHEN PARTNERSHIPS TO ENRICH THE WAY WE LEAD, LEARN, AND WORK.

5.1 Staff will practice effective collaboration at all levels of the district.

5.2 Staff will build effective teams and networks to facilitate partnerships that support students.

5.3 Staff will engage in community-based and job-embedded professional learning and training.

Our Learning plan echoes many aspects of the District Strategic Plan. We have a focus on foundational skills in numeracy through unification of instructional strategies including a common scope and sequence and also the use of common anchor resources. Also, we are beginning to address the development of numeracy competencies through collaborative problem solving in the intermediate grades. We are developing partnerships within our community; we are currently working with the Westsyde Community Association to utilize resources (people and supplies) in order to have relevant - real-life issues to address in our students' learning projects.

Additionally, teachers are proud to create learning opportunities that are reflective of the First

Peoples Principles of Learning and the Aboriginal Worldview and Perspectives. We are including the history and impact of residential schools, Aboriginal ways of living, learning, and teaching, and providing a connection to the land, history, and culture. Student activities are becoming more learner centred and sustainability and collaboration are being developed within units across all grades.

Evidence Relevant to Our Numeracy Goal:

As this was our second year of operation, and due to the impact of the pandemic, Westsyde Elementary has very little data to support assumptions about our students’ learning:

DNA – only 2020-21 data due to pandemic

FSA - results not released by MOE at the time of this report’s writing – manual calculation based on returned student booklets is provided below

As a result, we can provide limited empirical data or survey results to support our learning plan this year. As discussed with the Director of Instruction - Curriculum and Innovation, 2019-20 along with 2020-21 were spent on establishing baseline data for our school and its learners in order to inform our learning plan in future years.

DNA results (2020-21)

Grade	Average Student Score and Level
3	2.1 - Developing
6	2.2 - Developing

FSA Results:(2020-21)

NUMERACY

Grade	% of students On-Track or Extending
4	70
7	82

Area of Focus	Strategies and Initiatives	Targets and Measures
Numeracy	<ul style="list-style-type: none"> ● All classrooms worked on basic computation skills and number sense appropriate to grade level ● Teachers and support staff used number sense strategies that help students to build connections between concepts ● A variety of strategies were used in all classrooms such as: <ul style="list-style-type: none"> ○ Question of the day ○ Problem Solving ○ Daily 5 ○ Number bowling ○ Counting collections ○ Use of “The Problem Solver” resource 	<p>2 staff members became the Numeracy support teachers (grade 3 and grade 6) at Westsyde Elem. They attended 4 school district training sessions. Lessons learned were shared at staff meetings</p> <ul style="list-style-type: none"> - Teachers accessing and inviting district numeracy teachers- Sept 2019,2020 and 2021 - Participation in guest lessons by parents and other community members <p>2020-2021 FSA and DNA</p> <ul style="list-style-type: none"> - Baseline collection: students in grades 4 and 7 (FSA) and students in grades 3 and 6

	<ul style="list-style-type: none"> ○ Peer mentoring ○ Math in the news ○ Collaboration ○ Connections between decimal/fraction/percent ○ Math arrays ○ Number talks ○ Using whiteboards/vertical surfaces ○ Open ended questions ● Working to connect Numeracy to real life skills through project based learning and problem solving ● Include more formative assessments ● Modeling of number sense strategies that help students to build connections between concepts 	<p>(DNA)</p> <ul style="list-style-type: none"> - In 2021-2022 >75% of students will meet or exceed expectations in FSA numeracy results and in DNA results (Grades 3 and 6) - Final report card data for students in Grades 4 and 7 - Meaningful comparative groups – ie. Cohort comparison from grade 4 – 7. ● Classroom teachers will host parents/community members to support numeracy instruction related to careers and/or practical application of numeracy skills
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<p style="text-align: center;"><u>Inclusive Education</u></p> <p style="text-align: center;"><i>Students with designations or those requiring extra support</i></p>	<ul style="list-style-type: none"> ➤ Assignment of case managers to Ministry Designated Students ➤ Work closely with external based team members (SLP, OT/PT, Dis Psych and behaviour consultant) ➤ File Reviews, Level B Testing and Level C is necessary) ➤ Differentiated instruction in classrooms ➤ Access equipment from Set-BC ➤ Consult with SLP and ➤ Homework Club ➤ Individual learning through PBL ➤ Leadership student mentoring ➤ LART referral ➤ One to One reading ➤ Math skill-building group
<p style="text-align: center;"><u>Aboriginal Education Enhancement Agreement</u></p> <p><i>Increasing the success of all students, especially our Aboriginal learners, is paramount in the school learning plan.</i></p> <p><i>Increase awareness and understanding of</i></p>	<ul style="list-style-type: none"> ➤ Ongoing professional development with the Aboriginal Enhancement Agreement and the First Peoples Principles of Learning. ➤ Continued in class support and home support from our Aboriginal Education Worker. ➤ First Nations Culture Board in main hallway/First Nations artwork displayed ➤ Culture club (crafts) and Boys Group ➤ Culture enhancements through elders and special guests ➤ Day of Suwentwecw Assembly April 7 with

Aboriginal culture, traditions, languages, historical and contemporary contributions for all students and staff.

- teachings all day and week prior
- Attend TREC Pow Wow
 - Primary Aboriginal Nature Walks/Visits to the Secwepemc Museum



Westsyde Elementary

FOSTERING EACH CHILD'S LEARNING IN A POSITIVE ENVIRONMENT



1.) NEW SCHOOL - NEW SCHOOL COMMUNITY

- 182 students - 193 projected for 2020/21
- 20% of students considered rural - 12% claim aboriginal ancestry

2.) NEW SCHOOL - ORGANIZATIONAL LEARNING CHALLENGES

Being a new school community, Westsyde Elementary lacks comparative data for academic performance of its students. 2020/21's goals will proceed from observations and assumptions while baseline data is established over the next two years

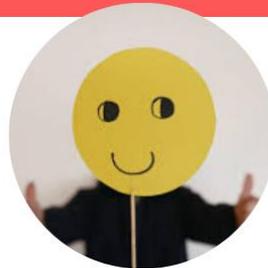


3.) NUMERACY GOAL - PER SD DIRECTIVE

Westsyde students will engage in numeracy assessments to establish baseline performance data regarding numeracy - targets will be set accordingly

4.) ONGOING SCHOOL CULTURE DEVELOPMENT

Staff, students and parents will regularly collaborate on and deliver programs and events which promote a positive organizational culture



5.) CELEBRATING SUCCESS

Westsyde Elementary will regularly report on its successes and we will promote our school positively within - and beyond our school community

COMPILED BY WESTSYDE ELEMENTARY STAFF

